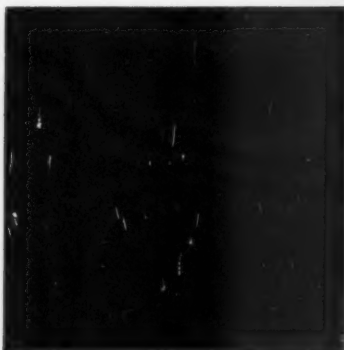


**JANUARY 1952**

*Interior Courtyard in Solna School,  
Stockholm, Sweden (see pages 16-19)*

## *The American Teacher*





## *The Union in 1952*

### **Wages**

Union teachers in 1952 face a continuing battle to hold their salaries within a reasonable distance of the general wage level. They must also look toward a continuing increase in the cost of living and be ready at all times to press for wage adjustments. Part of the job is to persuade school boards to include in budgets a sizable safety factor for "within the year" salary adjustments as the cost of living rises. Campaigns of information and public relations are constant components of successful salary programs. There are no longer any lulls from budget time to budget time, and the union must be ready to present the facts to the board and the public at any time. Fixed charges, maintenance, supplies—all increase in cost from time to time, and the board meets such demands. Teachers' salaries must not lose out in the competition for funds.

### **Buildings**

Government allocation of steel makes critical an already serious situation in school construction. Locals should make every effort to obtain a greater portion of available civilian steel for school construction. Congressmen should be alerted to the needs of the schools. A survey of building needs, taking cognizance of increasing school loads, should be a continuing part of each local's 1952 program. Often an independent survey, divorced from the school administration's formal estimate, is extremely worthwhile.

### **Instructional program**

There seems to be some willingness on the part of school administration to give ground to unfounded attacks on the school program. In some instances, even with convincing data

at their disposal to disprove charges—data indicating that the educational program is functionally satisfactory—administration has reverted to a traditional and highly regimented curriculum. Such appeasement must be resisted.

### **Legislation**

Congress should immediately enact legislation to provide schooling and training for veterans in service since June 1950. The Armed Service and Training Act should be clarified, and procedures so defined that students in the high schools and colleges may proceed with a greater degree of confidence and security than at present. It is not so much the required service time that seriously affects the youth as the great degree of bewilderment and uncertainty.

Consideration should also be given to greater federal assistance to defense-impacted areas. While federal aid to education has not moved ahead as we would hope, we must continuously press for legislation to make possible a decent minimum program for every child in the nation.

Wage and price control legislation is of immediate concern to all. Attempts to weaken existing legislation further by adding crippling amendments must be aggressively opposed, and vigorous efforts should be made to assure adequate price control. Wages still have far to go, in most industries, before a balance can be established.

### **Political responsibilities**

There are two primary steps which we must take this year: (1) A local program of registering voters can be a highly beneficial undertaking. Cooperation in this program, from the precinct level on, becomes an increasing responsibility for all citizens, including teachers. (2) Full support for Labor's League for Political Education should receive high priority on any local's program. We should not only give financial and moral support, but also activate the program by aggressive participation. It is a prime democratic responsibility that we take a real part in the selection of our representatives at every level of government—and see that some of our people serve the public as those representatives. Teachers have made enviable records as city officials and as state representatives. The record of teachers in Congress is one of which we can be truly proud.

1952 is an election year; the time for planning is now. John M. Eklund

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## Labor's role in world affairs

ONE OF the most important phases of education in the labor movement is that of educating the membership regarding the vitally important part organized labor must play in the world-wide battle to protect democratic institutions. Some union members display an isolationist attitude toward participation in international affairs because they believe that unions should devote their entire program of action to securing salary increases for members and otherwise improving working conditions and not become involved in the problems of the whole world. The attitude of many of these members is not one of considered isolationism toward foreign nations but rather an aloofness engendered by a personal concern for immediate and social economic betterment. The struggle to prevent World War III and to preserve the democratic way of life seems far less immediate and important than the high cost of food and rent.

Many union members do not realize that the narrow economic program of European trade unions was one of the important factors in making possible the rise of totalitarianism in Europe. The failure of trade unionists to function as citizens of a democracy as well as members of unions was one of the factors which made possible the political programs of such dictators as Hitler, Mussolini, and Hirohito.

AFL representatives in Germany and Japan have pointed out that the manpower division of the occupation forces is at times hesitant about inviting union officials to come to Europe and Asia as special consultants—even though their services are badly needed—because they are often criticized by the rank and file membership for spending time abroad when their services are sorely needed in the United States. Some labor leaders, therefore, who are convinced that international cooperation in the labor movement is essential to the preservation of democracy, have donated their own vacation time for services in foreign countries and in many instances have paid their travel expenses from their own salaries.

One of the labor advisers of ECA in discussing this problem of union isolationism stated recently at an ECA conference in Washington: "Men's minds do not expand as rapidly



IRVIN R.  
KUENZLI

as the world is shrinking." A veteran union teacher of Chicago, who for many years has been an active leader in the social action program of the labor movement, tells a story about a union member who asked her, in a critical tone of voice, what a certain nationally known AFL leader was doing in Europe. The union teacher replied: "He is keeping your son out of war." She might have added: "He is helping to keep atomic bombs away from your home."

James F. Byrnes, former Secretary of State, said in 1946 that a certain representative of the AFL abroad was worth three official ambassadors of the government and that more labor leaders should be sent abroad as ambassadors of good will.

There are many experts today in foreign affairs who are convinced that organized labor is the only international force which can prevent World War III. Yet the effectiveness of the labor movement in carrying out this most vital objective is often hampered because the rank and file union membership does not fully understand the part organized labor must play in the battle for the preservation of freedom and democracy. Union isolationism is a fundamentally futile policy today, since social and economic gains secured through collective bargaining would be wiped out in an all-out atomic war. *If the battle against totalitarianism is to be won, unions must neglect neither their programs of practical collective bargaining nor their programs of fraternal cooperation with unions in the other free nations of the world.*

In fact, sound collective bargaining is a vital part of labor's program of international relations. At the present time a large number of European manufacturers are visiting the United States under the ECA program to learn the techniques of mass production. If European industry is placed on a mass production basis without increasing the living standards of workers, the effect will be to create a fertile field for the spreading of totalitarian propaganda. If only the industrialists profit by mass production methods, the entire program will be interpreted as American imperialism. The fact that the billions of dollars spent by the United States on economic aid to European countries has not "trickled down" into better living conditions for the workers of these countries is a basic cause of an increasing anti-American feeling among the peoples of these nations. It is of vital importance to the security program of the United States and to the free world that the development of mass production in Europe and Asia be accompanied by union negotiation of salaries and wages which will raise the social and economic level of workers and their families. The ECA, therefore, has very wisely taken the position recently that economic and military aid to Europe must be a "shield" for improving the living standards of the peoples of these nations.

#### **Free labor here and abroad is interdependent**

Charles J. MacGowan, President of the Boiler Makers' Union, who visited Europe last year, stated at the 1951 convention of the AFL:

And if our tax dollars are to go into support of the Marshall Plan, then the original intent and purpose of it must be carried out—to build up not only industry, which is essential, but to build up the living standards of the working people, make them secure in their employment, and gradually reach a standard of satisfaction and decency. That must be done; otherwise our resistance against communism and our efforts to build up the countries to resist it will have been defeated. . . .

The industrialists can't resist any enemy. They couldn't resist Hitler; they couldn't resist Mussolini, and they can't resist Stalin; but it takes the great broad peoples' organizations, the same as the AFL in this country, to give strength and substance to the fight against Communism.

Richard Deverall, AFL representative in Asia, stated recently, upon his return to the United States:

*Labor must assume greater responsibility for a critical analysis and for building a sounder U.S. foreign policy.*

Many segments of American labor are afraid to express their criticism, but they have a definite stake in changing policies that encourage the growth of cartels, help maintain colonialism, and nurture the exploitation of foreign labor at their own expense, and at the expense of American workers in competitive industries.

American labor, in assisting to raise the standards in other nations, is protecting the gains which organized labor has made in the United States. The fact has not been adequately emphasized that cooperation with other free nations in the defense of democracy is a *mutual* aid program. In the present world crisis the United States needs free Europe no less than free Europe needs the United States. As the AFL pointed out recently in its research bulletin, the United States would not have the economic and military strength to stand against the totalitarian countries, plus Europe. The United States, however, plus the economic and military strength of a friendly Europe, would be able to stand against any combination of the totalitarian powers.

#### **ICFTU and IFFTU have important function**

The International Confederation of Free Trade Unions, which represents approximately 53 million members of organized labor in the free world, is one of the most powerful influences in the world today in the struggle for freedom and democracy and in the battle to raise the social and economic standards of the peoples of the free world. The newly organized International Federation of Free Teachers' Unions (IFFTU), which is the teachers' union sector of the ICFTU, can play a very important part in this program, since it represents two of the most vital forces in the defense of freedom—education and organized labor. The union teachers of the free world will unite in IFFTU to assist in building a sound educational foundation for the democratic structure of the free world.

To the union member, therefore, who asks: "Why are union officials sometimes called to foreign countries as consultants?", the reply may be given: "They are fighting to keep your son out of war, to keep atomic bombs from your home, and to protect your salary from the competition of cheap labor—slave labor—in foreign countries." All of which is another way of saying: "For my own sake as well as for my brother's sake, I must be my brother's keeper."

*Irvin R. Kuenzli*

# Notes on Education From U. S. and Our Neighbors

By Selma M. Borchardt

**PHILIPPINES:** Fifty-eight new public libraries have been set up in the past year in the Philippine Islands, and twenty-five additional libraries are now being established there, thanks to a recent Government grant of \$750,000. Much of the work has been carried out with the decisive help of a former UNESCO fellowship holder, Mrs. Villanueva, who, in 1949, studied library methods in the United States of America for six months.

**WEST AFRICA:** Information on the progress made in Mass Education in the various West African territories is periodically exchanged. The International Education Conference called at Accra, Gold Coast, at the instance of the French and British Governments, was designed to enlist the advice of educational experts on how teachers, students, and governments can help each other to deal with this question.

**BURMA:** The Burmese Government in the spring of 1951 launched an experiment in compulsory education for children living in an area of seventeen square miles around Rangoon. The program includes setting up a training camp for seventy instructors who, after a six-month study course, will open sixty community centers where children will be taught reading, writing, hygiene, and general education.

**PAKISTAN:** Forty-four thousand Pakistani children have received new elementary school readers sent to them through UNESCO by the school children of the state of Kansas.

**FRANCE:** The Franco-German meeting on rural adult education held a short time ago in Bad-Duerkheim had an even wider scope, thanks to the initiative of the French Government. Paris invited adult education experts from the United Kingdom, the United States of America, Holland, Denmark, and Sweden to outline the procedures in their lands in order to open additional channels of discussion at the meeting. The international point of view was presented by a UNESCO official.

**INTERNATIONAL:** During the past year almost four million European children drank free or subsidized safe milk daily as a direct result of UNICEF-aided projects (the United Nations International Children's Emergency Fund). Modern milk handling and drying equipment has been installed in eight countries: Austria, Czechoslovakia, Finland, France, Italy, Malta, Poland, and Yugoslavia. Similar units are being built in Greece and Bulgaria, as well as in Chile in the Western Hemisphere. (Our own school lunch program needs development, too.)

UNESCO has published a 740-page book, *Contemporary Political Science: a Survey of Methods, Research and Teaching*. This work contains fifty essays and reports on the role of political science in some thirty countries. (It is on sale at the Columbia University Press, New York City, for \$5.)

Nelson Cruikshank has asked us to help promote the UNESCO Book Coupon scheme. This program makes it possible for institutions and individuals in soft-currency countries to acquire books. The locals, it is hoped, will actively participate in the program.

**USA-AFT**—The speech which Muna Lee delivered to our 1950 convention in Detroit on "Some Backgrounds of Latin American Education" was published in the July, 1951, issue of *The Americas*.

**USA**—If there's an exchange teacher in your area, will the locals please send to the AFT committee on International Relations a report on how the local is helping orient the exchange teacher, what the exchange teacher thinks of our work, and what our exchange teacher abroad has to say of the work abroad. These comments will be treated as confidential if necessary and will serve a useful purpose in helping develop the exchange program itself. Address communications to Selma Borchardt, Homer Bldg., Washington, D.C.



# Coordinating Western Defense Plans

By John Beavan, London Editor of the "Manchester Guardian"

LONDON taxi-drivers are renowned for their intimate knowledge of their capital city, yet if you asked one "Drive me to the headquarters of the North Atlantic Treaty Deputies," he would probably give you a puzzled stare. The 12 men, who speak with the voices of as many governments, meet two or three times a week to make decisions affecting the lives of 325,000,000 people who live in North Atlantic Treaty countries, but they do so in a house in Belgrave Square, London, which outwardly carries no mark of their presence and is modest and unassuming.

Who are they, these men invested with such authority? Some are Ambassadors to Britain; the United States has sent a lawyer, Mr. Charles Spofford; and the British representative is Sir Frederick Hoyer Millar, formerly British Minister in Washington. Briefly, they are responsible to the North Atlantic Council for implementing the Treaty, for doing the every-day

work which must continue without halt between the meetings of the Council itself.

High on the list of their major tasks is the coordination of defense plans—and the complexities of such an undertaking, involving several nations each with a fine crop of problems peculiar to itself, are many.

Two burly Englishmen guard the doors of their headquarters, No. 13 Belgrave Square. The Deputies—who celebrated their first anniversary in July—they know by sight, of course, but a stranger must either produce an acceptable pass or wait at the door until his right of entry has been checked. If he hopes to see the Deputies at work he is out of luck—their meetings are secret.

## The blue-baize table

But let us make you a Deputy for the next few moments. You know what is on the agenda, and your government has given you authority to speak to it. Today a tricky point of economics has to be threshed out, so you have brought with you experts equipped to supply any answers on their subject which may be required. Having satisfied the custodians of the doors, you mount the curving staircase to the first floor and the conference room. In spite of its cream walls it is a rather dull room when the chandelier lights are out. Ahead of you is an oblong table covered with blue baize, and you take the chair which has the name of your country before it on the table. Your colleagues will sit on the outer ring of chairs behind you.

Are you Danish, or Dutch, or American? Whatever your nationality you will speak in either French or English as you wish. These are the languages of the Deputies, who are all at least bilingual and require no interpreters.

Quickly you face the problems which arise from a proposed sharing of a financial burden. Easy, do you say? Shall each country pay an



Headquarters of the North Atlantic Treaty Organization at 13 Belgrave Square, London.



GENERAL EISENHOWER PICTURED WITH THE NORTH ATLANTIC TREATY DEPUTIES.

*Signor C. A. Strained (representing the Italian Deputy); M. C. Petursson (Iceland); M. A. Clasen (Luxembourg); Count Eduard Reventlow (Denmark); Vicomte Obert de Thieusies (Belgium); M. D. Bryn (Norway); Dr. R. E. Ulrich (Portugal); General Eisenhower; C. M. Spofford (U.S.A., chairman); M. H. A. Alphand (France); Jonkheer A. W. L. Tjarda van Starkenborgh-Stachouwer (Netherlands); L. D. Wilgress (Canada); and Sir Frederick Hoyer Millar (United Kingdom).*

equal amount? That is out of the question. How could small countries, like Luxembourg or Iceland, be expected to match the resources of the United States? So the bill must be footed, it is decided, according to the incomes of the various nations. But what is the income of a nation, and can the same definition be applied to all 12 countries? This is one small example of the problems which have inevitably to be faced when a group of countries band themselves together in the name of collective security.

#### **Among world's busiest men**

These 12 Deputies are among the busiest men in any of the member countries, yet obviously the range of their task is so immense that a great deal of work must be delegated to others. So whenever agreement cannot be reached simply and immediately around the blue-baize table, a working party goes into action to delve deep into the various aspects of the problem and come up with information which clears the way to a decision satisfying your deputy and mine and the other ten.

A working party may meet three times or thirty—and then, having served its purposes, be dissolved. But there are also such permanent bodies as the Economic and Financial Working Group, set up in Paris and directly responsible to the Deputies. The Defense Production Board, another agency of major importance, works only ten doors away in Belgrave Square.

How is it, then, that these “maids of all work,” as a French cabinet minister has described them, can carry such a great weight of responsibility and have so little known about their operations? Their chairman, Mr. Spofford, provided the simplest answer when he said, “Our work will not be spectacular.” But in case you think that safeguarding the freedom of the Western world—and the Deputies’ job is nothing less vital—could not fail to be spectacular, let a member of the London secretariat take the explanation a little further.

“The North Atlantic Treaty is putting teeth into collective security,” he told me. “But I cannot show you X-rays of those teeth.” He was



emphasizing two things—that the Deputies' achievements cannot be measured like the production of a factory, and that the label "Secret" is necessarily pinned to many of their successes.

But some of those achievements may be recounted. Among the major ones are preparing for the setting up of General Eisenhower's com-

mand and for the creation of the Defense Production Board. These efforts, together with those of the coordinating agencies, will have to be repeated many more times. They are—whatever Iron Curtain country propagandists may say to the contrary—part of the down payment on an insurance for peace.

## On the Role of the Teacher

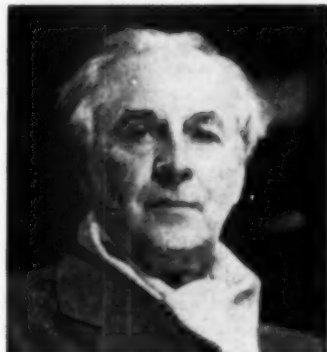
By Robert Ulich

*We present this article by permission of Beacon Press, Boston, publisher of "Crisis and Hope in American Education," the book of which this article, with a few minor changes, is a chapter. Dr. Ulich, of the Graduate School of Education, Harvard University, is a member of AFT's Commission on Educational Reconstruction.*

ANY THOROUGH discussion on education ends inevitably in a reflection concerning the capability and personality of the teacher. The education, the function, and the status of the teacher, his relation to current movements of thought and to trends in politics—all these problems can never be answered in a concrete detailed sense. If we think we possess the complete solution we already are on the road to failure. All that we can do is to behave like the good strategist who is stubborn about the goal of winning the battle but knows that he can do so only by keeping his lines flexible.

In this paper, which will be part of a book on American education, I wish to discuss some factors that make the teacher a good teacher, but I shall not follow each suggestion to its ultimate practical or theoretical consequences.

Let us sum up all the qualities the public demands from a desirable teacher. He or she should be sympathetic, tactful, morally blameless, and a citizen of such loyalty that even the most suspicious "Un-American" committee could find no fault. However, he should also have a strong personality and a critical mind free from prejudice. He should be an expert on education and psychology, be well-grounded in the subject matter he teaches, and a companion of his students in their extra-curricular activities. He should teach Sunday school and lead in the Bible class. He should know how to handle parents, principals, superintendents, janitors and school boards. Whatever the salary, if he is of male sex, he should be married, have several children, live in a respectable section of the town, and have a nice



ROBERT  
ULICH

little library. If of female sex, many communities demand that she leave marital joys to other women. As a compensation, she should feel deeply the delight which supposedly lies in educating other people's uneducated children.

But how find these paragons of virtue, knowledge, gentleness, and thrift for a profession that in the United States comprises more than a million members?

A certain paradox faces the teaching profession. It must be regarded as of paramount importance. Though the teacher cannot be expected alone to save a nation from the blunders of politicians, certainly through inefficiency he can spoil its future and the happiness of children. On the other hand, a teacher needs an almost superhuman patience and love for youth in order not to become sometimes desperate in view of the endless repetition, testing, drill, paper work, and pettiness of activities—all things which are characteristic especially of American schools where teachers often teach for

years and years one and the same grade in one and the same subject. It is dangerous everywhere for the members of a profession to talk always to minors, to elicit responses and arguments which they know more or less beforehand, and to lack the friction with adults and the excitement of venture that make the life of an energetic man worth living. As a result of this gap between responsibility and reward, it is simply impossible to find teachers of high quality for every school.

Hence, not only from the pupil's, but also from the teacher's point of view we need a new type of school, one which is full of life, variety, and changing responsibility; an institution worthy of an energetic person's devotion and a challenge to the community, rather than a conglomerate of classrooms with blackboards and chalk.

As things stand now, some vital factor seems to be lacking. Since the times of Pestalozzi, perhaps even since Comenius, the essential principles of a healthy education have been known; in some way, they must have been taught to thousands and thousands of teachers. In every generation some people have experimented, and our psychological insight has increased. How, then, could one of the well-known pioneers of modern teaching, while looking back at his long career, declare that he could count on his fingers the schools which had really carried his ideas into practice? How can it be explained that today at some places one can observe a kind of instruction worse than it was fifty years ago? The teaching of science has probably improved; in the other fields one finds a frightening unevenness of quality.

But this is only part of the picture. The main reason is that young men and women enter the teaching profession year after year with high ideals, but after some years they come back to their professors with a deep feeling of frustration. They carry on, because they have made their choice, but they see to it that as quickly as possible they become "school administrators." For in this position they are better paid and can escape the boredom and small external reward of classroom teaching. However, the pillars of a nation's school system are not its administrators, but its teachers. Those who still have faith and enthusiasm are either the incorrigibly great teachers before whom we all should bow in gratefulness for

what they do for our children; or women who sublimate positively for the lack of a family. But the majority feel disillusioned; even those who carry the banner in spite of society's failure to challenge their talents to the fullest.

Thus in every country the schools remain backward institutions. If an industrial enterprise dared neglect the knowledge available for improvement to the degree our schools do, it would be bankrupt within a few years.

But no situation is so hopeless that man cannot think about the principles that might direct constructive action.

However distant the goal may be from present reality, let us contemplate the fundamental postulates on which to build the education of the teacher. If they cannot be materialized fully, at least we can try to avoid as much as possible discordant action stemming from sheer ignorance.

#### **The teacher as a lover of youth**

The teacher on the elementary and secondary levels who expects that his satisfaction will come primarily from "professional" interests in the sense of technical skill and scholarly interest in a specific area of knowledge and research will sooner or later be disappointed.

In this country we sometimes seem to believe that the teacher's scholarly knowledge of his subject is unimportant in comparison with training in methods and psychology, which alone do not make a good teacher. All three are necessary: the understandings of what one teaches, how one teaches, and whom one teaches.

However, subject matter repeats itself in a teacher's work, even in that of a university professor with all his freedom. Needless to emphasize, new books should always be read; deeper thinking and finer personalization of knowledge should always be the mark of a good schoolmaster. Nevertheless, the bulk of knowledge to be taught to sixteen- or seventeen-year-old boys and girls will remain largely the same in every subject, for adolescents are not yet engaged in research. That which changes every year is the "kids." For them the subject which the teacher may be able to recite in sleep is young and fresh, perhaps even overwhelming; for them it has ever to be reorganized, new doors have to be opened, and new questions have to be answered.

Here primarily lies the inexhaustible source of vitality for the chosen teacher. The motivation which causes him to look at every new class of pupils as at a new adventure and a new responsibility must come from a deep love for young people. If this is absent, a teacher's life is drudgery; if it is present, a teacher's life can be permanent rejuvenation.

#### The teacher as a lover of the people

The teacher is responsible not only to his pupils; he is responsible also to their parents and the nation to which they owe loyalty. This responsibility cannot be fulfilled out of a merely legal or professional sense of obligation; it must spring from a profound sympathy with the life of the people.

Just as the best instruction in educational psychology and methodology does not make a good teacher unless he loves his children, so the best instruction in social science does not make him a friend and counselor of the parents unless he is himself part of the community.

Of course, this identification with the people must not be interpreted in the sense of the teacher being the obedient servant of the town politicians, the school board, and certain parents who are convinced that their beloved offspring is always right, whereas the school is always wrong. If, at least in certain parts of this country, we want to ruin the public school, let it be the instrument of petty politics and indiscriminating parents.

Here emerges a crucial problem in the public life of the United States: What is the role of the teacher in the American community? Can he feel himself as the representative of the public will, if the public—as often is the case—refuses to accept him as a citizen with the same political and social rights as the manufacturer, the grocer, the newspaper editor and the worker in the next plant? It is one of the most amazing and notorious of the many contradictions in American democracy that while there is lip-service and nominal acceptance of Jefferson's statements about the relationship between education and the survival of the republic, actually there appears to be a much more general acceptance of the practical man's opinion that the guidance and schooling of youth can be left either to women or to men who are not fitted for business.

American society has complacently indulged in a similar feeling with regard to public serv-

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ice in general. This service was not well paid, seemingly did not allow much room for initiative, and somehow it was the domain of "dirty politicians." The present emergence of schools for public administration is a rather ironic commentary on the neglect of the past in view of witch hunts and hounding of the honest public servant under senatorial auspices.

The emergence and apparent public appeal of such voluntary associations of citizens as have been organized to study and provide more adequately for the needs of public education proves that the light is beginning to dawn also with respect to the public service of the teachers. Of course, the revival of almost medieval forms of inquisition into the teacher's convictions, such as teachers' oaths, will not essentially improve our public school system. But honest cooperation between public spirited citizens and teachers will.

#### The teacher as a guide toward better living

A teacher should be the guide of his pupils not only toward more knowledge, but also toward better living. A fully mature understanding of the problems of modern individual and social life cannot be demanded from young people who just enter a vocation. Who, in this sense, is fully mature? However, even a young teacher should look at life with a more developed mind than an adolescent: and, in comparison with older people, he has the advantage of youth. Then, should we not ask to what degree dormitory life in a typical teachers' college—with all the advantages springing from communal living—may be too narrow and isolated for developing a young personality? College life today is too much regulated by prescribed courses, credit, and grades. It is little influenced by the social and political activities of a normal community where people have to earn their

daily bread and are confronted with the changes of employment and unemployment; where old industries go down and new industries arise; where wealth and poverty, love and hatred, responsibility and vice clash with each other. Some colleges have tried to plant their social studies right in the local community, but they are very few, and their attempts have not always been welcomed by the population. Were the respectable citizens afraid that the young teacher could learn too much about social inequality and decide to do something about it?

During the past years more and more voices have been heard that there is too much listening and prescribed reading in our liberal arts colleges and too little room for personal initiative. Certainly, the situation is not better in the typical teachers' college. In spirit many have remained the old "Teacher Seminaries" which a hundred years ago were of inestimable help in the development of the universal public school, but today are obsolete.

#### Teaching and the value of inspiration

The teaching profession is an inspirational profession which needs inspired men and women, but our teachers' colleges have tended to keep up with the Joneses by aping as much as possible the "scientific method." While the genuine scientist can be a well of inspiration, the person who imitates just his "method" and confuses the method for the total outlook toward life is a source either of dullness or of ridicule. With all this emphasis upon the teaching of experimental psychology, testing, and methods of teaching a dozen subjects, the initiation of the student into the cultural tradition is badly neglected. The great philosophies and religious systems through which man has gradually arrived at an understanding of himself are mostly unknown. What happened before John Dewey seems not to be worth noticing to a large number of educators, as if Dewey himself could have formed his thought without, though partly in protest against, Plato, Hegel, Herbart, Darwin, and Marx. Even Dewey is not really read and understood: only his pedagogical works are touched upon; his more comprehensive philosophical works are "too difficult."

How can people with that cultural preparation arrive at any substantiated opinion about

problems the solution of which determines not only their own philosophy and practice of teaching, but the survival of their country and its culture; problems such as the relation between freedom and authority, self-development and discipline, experience and tradition of self-expression and form, nationalism and internationalism, secularism and religion, individualism and collectivism, science and humanity?

Part of this neglect of the fundamentals of educational philosophy is due to two factors. *One*, that the teachers of teachers have learned somewhere that metaphysics is an old, obsolete, and subjective discipline of thought. And since even the greatest ignoramus discovers sooner or later that the thorough discussion of any of the problems just mentioned enters into metaphysics, he simply puts them aside. After all, do we not live in an enlightened country and in a scientific era? The *second factor* is as serious as the first. Our public schools are established on the highly laudable principle of the separation between State and Church. This means that denominational creeds do not belong in the public school. This in turn means that controversial issues of *Weltanschauung* are a *hot iron*, better to be kept in the distance because a fanatical priest or minister or atheist might complain. Thus the ideal of religious freedom, for which our ancestors in various Western countries have shed their blood, now makes of us cowards in conviction. We ardently concentrate on "facts" and "methods" without any ultimate directives; the only directive left is "democracy." But what makes democracy alive? Absence of faith? Indeed, what a cruel joke of history!

I used the term "ultimate directives." But by this I do not mean the surrender of our precious freedom of inquiry to pressure groups, be they political or religious, which try to impose upon us a ready-made dogma. The most difficult achievement of man is the combination of faith in the aimfulness of life with the insight into the fact that the best he can accomplish is a steadily growing and self-critical "vision toward," but never a state of final and complete comprehension.

The source of energy that kindles a person's imagination and produces associations lies mainly in a full life itself. But since, as we said, such fullness and richness cannot be expected in the experiences of young people, they have

to be produced vicariously through acquaintance with the great treasures of imaginative creation, such as religion, literature, and the fine arts. Some kind of art every young teacher should try himself, not for the purpose of becoming a musician, or a painter, or a poet, but because, as in sport, only he can really appreciate another's performance who has somehow participated himself. But how much of this inspiration do our prospective teachers receive in teachers' colleges, liberal arts colleges, and universities?

#### The art of conveying

The teacher needs the art of conveying. This is not just a problem in methods of teaching. Nobody can convey effectively what he does not know thoroughly. Therefore, in a good institution for the training of teachers there should not be the artificial separation of subject matter and method; the two should go hand in hand. For example, if in a teachers' college the instructor in English literature has a class in Shakespeare, he should interpret his work in such a way that he sharpens the student's sensitivity for the art of revealing the inner beauty of literature. As long as we continue the separation of subject matter and method, we shall remain in an artificial situation, with all kinds of specialists in methods occupying professorial positions in our teachers' colleges, and the graduates leaving their institutions more and more uneducated. Thus, by the emphasis on courses in method we may do the very contrary of what we intend: we may prevent young people from becoming good conveyors of the values of civilization. But in making this statement I do not wish to join the chorus of the many ignorant writers who believe that a teacher is "born" and does not need any instruction in the art of instructing. Some of the so-called method courses may indeed be unnecessary, even harmful. Still, who can really believe that a teacher can effectively meet his classes in a big public school just by reciting what he has learned in college?

Only after the art of teaching has been interpreted to the incipient teacher in combination with the active and vital acquisition of the subject matter itself, should methodology of teaching be given in special courses. Such courses should span two poles. One pole should be a thorough discussion of the theory of learning, not only psychologically, but also philo-

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sophically; i.e., in relation to the important theories of knowledge from Aristotle through the present. It is tragic to see how psychologists, even in well-known university departments, take up problems of the intellectual and ethical behavior of man without the faintest knowledge of a philosophical tradition that could help them to set their experiments into a much more comprehensive context. This is not only the fault of modern psychological training; it is just as much the fault of the philosophy departments which during the past fifty years practiced the art of self-isolation with unusual success.

It is high time that the centrifugal development which has torn the humanities and social sciences apart be replaced by a new integration. There is hardly a field of study and practice more in need of such integration and at the same time so well fitted for that purpose as education. In a deeper sense, it cannot be understood without the help of philosophy, psychology, sociology, and history.

The other pole should be observation, experimentation, and the application of theory in direct contact with children, not in a casual way, but extended over a period long enough to make possible real familiarity with the learning process and behavior of young children and adolescents.

#### The teacher as a specialist

The teacher must be a specialist. Even if he teaches in the elementary grades where according to modern principles there is no strong articulation of subject matter, he, or in this case, she, has to be trained as a specialist. With respect to psychological and pedagogical problems, the teacher of the very young pupil perhaps needs more professional preparation than the teacher of subject matter in a higher grade who may delude himself into believing that he



has done enough when normally gifted boys and girls pass his examinations.

As everywhere, the consolidation of a profession (which, with respect to the teachers of the United States, is of very late date) goes hand in hand with the establishment of standards and entrance requirements. When in the thirteenth century the universities of France and Italy became established institutions with their own legal rights and seals, they did so by insisting vigorously on definite rites in examinations and procedures of appointment. But when, at the end of the Middle Ages, the professors relaxed, their institutions went down. To be sure, the laxity and corruption in the examination system of this period was but a part of the general disintegration of the medieval guild society and its social and spiritual foundations. However, all historical studies of professions and their preparations point to the fact that without a definite formalism and rigidity in the procedure of selection and appointment, corruption and decay are bound to occur.

There is, however, the reverse danger too. We find it in all nations with a large officialdom and rigid bureaucracy (in other words, nations with which the United States has now joined), namely, the danger of inflexibility and fear of new blood. Such a result is particularly deplorable in the teaching profession. For this profession must be sensitive to intellectual and social changes, and should be open to persons of unusual character and experience, even if they have not received the regular professional training. This should be, in selected cases, possible with the teacher, just as it is possible in public administration. Unspoiled young people possess an extremely fine sensitiveness for unobtrusive, genuine quality in whatever field it may appear. Hence it would be a pity beyond measure if our new school deprived itself of the cooperation of such superior personalities.

Though often without success, the school of the future will have to struggle with the problem that confronts the vocational schools in every country, namely, how to find the teacher who combines impressive technical skill with the humanistic quality and methodical art of a good teacher. Often, if the technical knowledge is adequate, the pedagogical quality is not, and vice versa. It is particularly in this area where our teachers' colleges are least efficient and least equipped, for such training is expensive. There-

fore, especially for the education of our young workers, let us recruit men and women even without specific pedagogical preparation, provided they can benefit our youth and the nation.

Whatever the special field of a teacher may be, whether mathematics, English, a science, a craft, or a foreign language, one condition should be fulfilled, which for a mass profession may be almost too high an ideal. Though the teacher cannot be a "creative" mathematician, scientist, linguist, or artist in the strict sense of the word—how many of our university professors are?—he should have acquired a sense of the creative process. Of what use is a man who talks about horsemanship, and never has been on a horse? But thousands of teachers talk about science and have never projected themselves into the exciting situation of a great discoverer; others speak about art and seem never to have felt the intensity of experience out of which a work of art arises, if only with the effect that they might have discovered the difference between the mind that creates and the mind that explains.

#### **The teacher as transmitter or destroyer**

Today we have become modest with regard to the influence of the school and the teacher upon society. We know that education is much more determined than the determining factor in human culture. However, to a degree, it is both. For civilization is not a dead mass of material which can be moved like furniture from the house of the deceased into the house of the heirs. While passing from one generation to another, civilization changes its character according to the spirit of those who transmit—for transmission of values is not just a process of "handing down"; it is at the same time re-interpretation; it involves choice and selection; it is continual renaissance or it is nothing but a show and a burden. Thus the teacher, who is the transmitter, must also be the interpreter, the selective agent, the reviver and regenerator; otherwise he is not a blessing, but a curse to the younger generation. If he looks at the drama of civilization with lifeless eyes, if he does not feel as one of the actors in this perennial drama, how can his pupils learn from him more than dead knowledge?

Let us never forget this when we speak of the role of the teacher in the culture of nations. Either he is one of its most active participants, or he is one of its destroyers.

"No man ever became a truly great man by running along with life, accommodating himself to his environment, yielding to social pressures. Those civilizations which survive do so because they have leaders who step out into the wind and accept the challenge of the storm."—Dr. Robt. J. McCracken, in an address to the Westchester County Federation of Women's Clubs.

# THE Human Relations Front

by Layle Lane

Chairman of the Committee on Democratic Human Relations



## DEBITS —

Glover Rawls, a Negro teacher at the Chinle Navajo Boarding School, commented: "I thought my people had problems till I arrived here. The Navajo is really the underdog."

Lack of paved roads and of rural electrification, a high tuberculosis rate, inadequate health services and 13,000 children without educational facilities are some of the major problems the Navajos have to contend with. "Conditions under which most tribesmen exist still make this arid range country little more than an outdoor slum," said Mr. Rawls. "A continuing lack of funds, politics, personnel shifts, and lack of understanding in Washington are major factors in the government's failure to solve the problem of providing first class economic and social citizenship for the tribe."

The United States contribution of \$5,570,000 to the U.N. International Children's Emergency Fund was given in May but held up (till late October) by a technical complication. The funds were given conditionally, hinging on the receipt of contributions from other states. But even with the addition of the new American contribution, the children's fund will not have sufficient money on hand to finance the \$10,200,000 programs in Asia, the Middle East, Latin America, and Europe. The money is needed not only for feeding projects, but to supply clothing and blankets to Korean children, to help Palestine refugees, to provide child health services, and to train medical personnel.

In a study of welfare programs on local, state and federal levels conducted by *The New York Times*, statistics were given on the correlation between ill-health, both physical and mental, and dependency. In one area in New York state, two-thirds of the families on relief suffered from physical and mental disability; in another sample area, over 80% of the relief families had illness including tuberculosis, arthritis, alcoholism, and serious mental conditions. In St. Paul it was found that 80% of those receiving welfare were "multiple problem" cases. These families required 65% of the dependency service, 46% of the health services, and 55% of the "mal-adjusted" services.

*The American Teacher, January, 1952*

## CREDITS +

Last January Dr. Benjamin Broselow of Clayton, N.J., started a free clinic in his office every Monday evening. In nine months of operation the doctor has treated over 400 patients, only two of whom he would class as "chiselers." For the most part the men and women have been either on Old Age or Social Security pensions and could not afford to seek medical aid at a price but were too proud to seek help elsewhere. The doctor was able to detect many cases of incipient cancer, tuberculosis, and hypertension and to arrest or relieve the condition.

The crew of the USS *Helena* decided a proper celebration of their return to the U.S., after duty in the Korean area, was "the helping of a youngster deprived of a proper start in life." They requested names from the Chamber of Commerce in Helena, Mont., and from the six presented they selected a boy who had been abandoned by his parents when he was just a few days old. The lad will receive the collection of \$6,500 taken up by the crew.

Two hundred children of Carthage and West Carthage, N.Y., under the sponsorship of the Twin Village Council of Churches, gave up their usual Hallowe'en activities for "treats for overseas." They went from house to house on Hallowe'en collecting clothing, soap, and tooth paste for Korean refugee families.

President Truman vetoed HR 5411, a bill for federal aid to education because of a provision which would require a group of schools on federal property which are now operating successfully on an integrated basis to be segregated. "This proposal, if enacted into law," stated the President in part of his veto message, "would constitute a backward step in the efforts of the Federal Government to extend equal rights and opportunities to all our people. During the past few years, we have made rapid progress toward equal treatment and opportunity in those activities of the Federal Government where we have a direct responsibility to follow national rather than local interpretations of non-discrimination."

# Sweden Reorganizes Its Educational System

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IN May 1950, after more than ten years of preparatory work and much lively discussion by educators, politicians, and laymen, the Swedish parliament passed a school-reform bill which will result in fundamental changes in the Swedish educational system.

An important feature of the new school system is that all children, whether they plan to remain in school only until they pass the compulsory school age, or to enter a vocational school, or to attend a *gymnasium*\* and later enter a university, will attend an eight-year comprehensive school, with no "division into

streams" until the ninth grade. Under the traditional system there have been several different types of school, depending on the occupational plans of the child, with "division into streams" coming as early as the fifth grade.

Although many of the secondary school teachers fear that the reform will bring in its train a lowering of standards of knowledge in the upper grades and the *gymnasium*, the School Commission which prepared the report on which the reform bill was based felt that the traditional system was not considered by the general public to be "the equalitarian, democratic system that it ought to be. A reform that is to bridge the old gulfs in society must see to it that the educational system appears to

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cated.

\* The *gymnasium* is a three- or four-year school with an advanced curriculum of strictly academic type, leading to the university entrance examination.

Main entrance to the Ulriksberg Public School in Växjö. Swedish youngsters playing chess during their half lunch period.



a school-reform bill which is summarized in a 171-page school-Reform, 1950." A copy of the bill was sent to the Swedish School Committee, Hantverkargatan 26, Stockholm for this article.

### High School for Girls in Stockholm



all classes as a homogeneous structure where there are broad highways for all the youth of

Sweden and where every growing individual, irrespective of his social starting-point in life,

### Art class in the Solna School, Stockholm.



can learn how best to utilize his personal qualifications for his future tasks. Such an aim is not reconcilable with a system of parallel schools, whether open or concealed."

The new comprehensive-school organization involves the standardization of the program in the four lowest grades, without any organizational differentiation except for special classes for backward children.

In the fifth grade English is to be a part of the program.

In the seventh grade a differentiation of subjects will be introduced, although most subjects will still be compulsory for everybody, among them the practical subject of "household knowledge (with small repairs)." Each pupil, however, has one optional subject, which can be German, or a practical course in Swedish, or an additional practical course in one or more of the following skills: needlework or weaving, woodwork, metal work, machine-drawing, or gardening. In addition, each pupil is to devote a few hours each week to school work entirely of his own choice. This time can be used for the study of some further subject or for extra work in one or more subjects that the pupil finds particularly interesting, possibly music or drawing. It can be used also for catching up in some subject in which the pupil has fallen behind.

In the eighth grade, the process of differentiation is extended, and English ceases to be a compulsory subject. Each pupil now has two optional subjects, which can be selected from the following five combinations:

1. German and English.
2. English and one practical subject.
3. Two practical subjects.
4. English and a practical course in Swedish.
5. One practical subject and a practical course in Swedish.

In addition there is the freely-chosen work, as in the preceding grade. The practical subjects can vary according to local resources. The School Commission mentions "a basic course in practical occupational guidance, a more advanced course in the same field, more advanced courses in household knowledge and in handicrafts, and courses in draughtmanship, knowledge of commodities, engineering, building technique, etc."

In the ninth grade, "differentiation into streams" is introduced, and the pupils choose,



*Boys are taught home economics in Swedish secondary schools.*

according to the kind of occupation they have in view, one of the following:

1. Class 9a, which is a general concluding class. English and German are required subjects, and pupils may choose between French and further courses in practical and humanistic subjects.

2. Class 9y, which emphasizes vocational studies and leads directly out into working-life. The only compulsory subjects are Swedish, civics, and hygiene.

3. Class 9g, which has "a strong theoretical bias in its curriculum and which in reality is the first class of the *gymnasium*." English, German, and French are required subjects. "More conspicuous than any difference in the subjects studied is a difference in the tempo of the work, caused partly by the different places occupied by the two classes in the school system, partly by the higher quality of the talent in 9g."

Instead of going into the ninth grade of the comprehensive school, in certain cases pupils can transfer to special types of school: trade schools, practical middle schools, or girls' schools.

The ninth grade is the last year of compulsory education.



For the *gymnasium* also important changes are planned. In addition to the traditional "Latin stream" and "modern stream," a "general stream" is proposed.

Whereas languages would form the core of the Latin stream, and science and mathematics the core of the modern stream, the general stream would emphasize the social sciences. A considerable amount of teaching would be common to pupils in all three streams, however, for "a reasonably broad general knowledge of the central humanistic subjects is necessary in all the professions and places of higher education for which the *gymnasium* prepares its pupils."

As an alternative organization for the *gymnasium*, the School Commission proposes that a school-leaving point should be introduced at the end of the eleventh grade and that up to

this point subjects of general educational value be studied by all pupils. The pupils who do not intend to continue their studies further could then leave school and go out into working-life. They would not be qualified for admission to a university, however. The remaining pupils would spend one more year at the *gymnasium*, their twelfth year at school, the "college year." This would be a year of specialization, in which the work would be concentrated on a limited number of subjects. The work of the year would end with the university entrance examination and would provide a natural transition to university study.

While the new eight-year comprehensive school takes shape, changes in the *gymnasium* will be made gradually, so that the transition to the new type will take place naturally and with adequate preparation.

## The Teacher's Job As Viewed by a Parent and Newspaper Reporter

By Anna Sommer Lenn

*Mrs. Lenn was formerly School Editor of the "San Francisco Chronicle" and later was a general reporter for that paper. She first became interested in the "teaching load" problem when she learned to know the teachers at the elementary school which her two children attend. Some of her material was obtained from the Freeman Report of the University of California, and some from interviews with elementary and high school teachers, with principals and members of school boards, and with officials of various teacher organizations.*

AMERICA needs 75,800 elementary school teachers right now. By 1960 the country will be crying for 350,000 additional teachers, not counting replacements.

But unless we free our teachers to TEACH and streamline the burden that is making teaching the most frustrating job in America, teachers will become fewer and fewer.

### The load is increasing

Year by year the teacher's "load" increases. Classes grow larger; more and more interests and activities, both curricular and extra-curricular, are crammed into the school day because of the failure of the home and church to act as beacons to our young.

Teachers complain that the mere leap-frogging from one multitudinous duty to another creates perpetual pressure and tension in the classroom; that more and more evenings and weekends are spent in preparing or correcting classroom work, vacations in recuperating from classroom fatigue. Teachers commonly put in two or three hours of overtime daily and end up baffled at the futility of trying to achieve what is expected of them.

Fifty years ago teaching was uncomplicated. All the equipment needed was a teacher's manual, some textbooks and a blackboard. When it came to spelling, for instance, the teacher said: "Turn to page 127. We will take the next 20

words. There will be a test on Friday." If Johnny failed the test, too bad for Johnny.

Today, it's too bad for teacher. If Johnny fails a test, she knows she has not made the subject sufficiently interesting for him. She lies awake nights trying to think of some way to reach him. She draws some pictures to illustrate the lesson, invents a story, rigs up a chart—all time-consuming devices. Her time, not school time.

Fifty years ago, if Johnny did not better himself, he was not promoted. Some children repeated a grade, two, three, or four times. By the time the eighth grade was reached, the dull pupils had been automatically screened out.

Today, universal promotion is prevalent in elementary schools. It is deemed better for the dull child to let him learn what he can and keep him in his own age group than to let him feel that he is a hopeless failure. As a result there is a four- or five-year difference in the intelligence levels in any given classroom.

Instead of handing out 20 spelling words to the class, today's teacher divides her class into three spelling groups: fast, slow, and intermediate. She teaches each separately. This is trying enough, but added to it is the effort of seeing to it that pandemonium does not reign among the two groups not up for teaching at the moment.

**"I'm In The Fourth Grade,  
Third Shift, Second Layer"**



HERB LUBNER—© 1951, The Washington Post Co.

Fifty years ago the teacher taught reading, writing, arithmetic, language, history, and geography, with maybe a little physical education thrown in. Once a week pupils pulled out their boxes of water colors and copied a vase or a bowl of fruit, and once a week they sang some songs.

Today a teacher must not only present reading, writing, and arithmetic in a way that will reach the level of each child, but she must correlate history, geography, science, language, reading, writing, art, dramatics, and creative handcraft. And she'd better make it interesting!

"You almost have to be a movie actress to compete with the youngsters' preoccupation with movies, radio, television and comic books," said one stunned young teacher.

"If you haven't got their interest, their attention wanders and pretty soon it's bedlam. Most of them have never learned discipline at home. The disgrace of not getting promoted no longer spurs them on. They know they will all be promoted. So keep them interested, even if it means hanging by your teeth to the flagpole."

In addition to the basic subjects, today's elementary teacher must show her pupils how to apply art to everyday life, give them some knowledge of music, teach them folk dancing, impart the fundamentals of health, democracy, manners, morals, citizenship, and encourage "public speaking" before the class.

In most elementary schools the teacher is also required to supervise student assemblies, school traffic patrols, safety campaigns, the serving of milk and crackers in the lower grades, drives for tinfoil, newspapers, rags, soap and overseas parcels; to collect money for children's bank accounts, the Red Cross, Community Chest, March of Dimes, and special school events; to plan and execute programs for Father's Night, school entertainments, and PTA benefits.

In addition the teacher must run off tape recorders, help children build dioramas, cook up finger paints, march her charges off to special radio programs, to visual aid (movie) programs, to excursions to libraries, parks, museums, factories, airports. In many public schools there are weekly hobby clubs, embracing science, pottery, puppetry, sewing, singing, stamps, etc., all of which require hours of special preparation on the part of the teacher in charge of each.

In between all this turbulent activity the teacher must function as clerk (make out reports), child psychologist, social worker (know home conditions), do yard duty, correct papers, attend teachers' meetings, decorate her classroom, make large scale charts showing pupils' progress in various subjects, interview parents, ascertain the reason for absences, mimeograph "seat work," and make the "flash cards" commonly used in teaching reading and arithmetic.

Old-timers declare it was easier to teach 50 children 50 years ago than it is to teach 25 today!

Thoughtful educators and psychologists say the fast, furious pace of our civilization and our national disease of trying to do too many things in too little time, is reflected in our classrooms; that classroom tension and pressure are telling on our children. •

**The teacher is overwhelmed by huge classes and numerous extra-curricular activities**

In the high schools some of the petty details of the elementary school fall away to be replaced by huge classes and a snow-balling burden of extra-curricular activities: sports, school newspapers and journals, debating societies, elaborate stage presentations, frilly student dances, hobby clubs of all kinds. All of these require long, fatiguing hours of the teacher's after-school time. Great masses of youngsters no longer view high school as a hall of learning; they look upon it as a necessary evil, or, at best, as a recreation center. The high school teacher finds it uphill work to put over the glory that was Greece and the splendor that was Rome to the gadget-minded, slangy, sensation-seeking, thought-shunning 'teen agers of today.

Compulsory education in the high schools has crowded these institutions with the slugs, maladjusted children, and slower mentalities who were not in the picture 50 years ago. The strain of trying to get through to these groups is perhaps the teacher's hardest single task today.

Some may think that even if the teacher works hard while school is in session, she is more than compensated by her exceptionally long summer vacation, her Christmas and Easter respites. But one must consider the fact that many teachers spend the greater part of their summers in going back to school. The only way a teacher can advance herself in most

communities, either in salary or status, is by taking courses for "credits" at a college or university.

Most teachers do not quarrel with the aim and intent of modern education, or with the new teaching methods and devices. The chief beef of the teacher's rest room is that it is too much for any one teacher to handle, especially if the class numbers more than 25. Most classes in the metropolitan areas average 35 to 45.

**New ways require more teachers**

Teachers are unanimous in believing that the new ways require many more teachers, more clerks, more specially trained personnel, and far smaller classes.

Take the single matter of showing an educational movie. In order to get the most out of this modern educational device, the teacher should select, order, arrange for the showing, and preview the film, discuss with her class the points to look for, enumerate them on paper or blackboard, march the class off to the projection room, come back to class and see how much her pupils have learned. If she does not do this—and just when is she going to do it all during school hours?—then the class has just been killing time at a movie.

Far-sighted citizens throughout the land are expressing alarm at the danger to education caused by under-staffed schools and over-loaded curricula. Not long ago, Gen. Omar N. Bradley stated that the "growing inadequacy of our public school system is creeping up on every community." In a recent article, Dr. Bernard Iddings Bell said: "Anyone who listens to current school pretensions and who knows the facts about equipment, personnel and financial resources, is bound to conclude that the American schools have bitten off more than they can chew. The results are bad."

**Administration is frequently autocratic**

The metamorphosis from the stern old three R's to the modern educational movie and the tape recorder began about 25 years ago. But while teaching methods and devices have been turned topsy turvy during the past generation, becoming infinitely more arduous and complex, the American school system has virtually stood still in the rigid tracks laid down by Horace Mann during the 19th century. Our schools pride themselves in teaching democracy, but in most areas they are entirely autocratic

in administration. Thus we have the quaint anomaly of children who are taught that this is a free country in which any man can speak his mind and snap his fingers at tradition—and teachers who shake in their shoes at a frown from the principal, principals who kow-tow to supervisors of instruction, supervisors who bow low to superintendents, and thence on up the authoritarian caste system so dear to the old Germanic heart.

Teachers contend they should have some say in how the schools are run, in what is taught in the classroom and how it is taught.

They complain that unless you have a drag in high places, almost your only chance of advancement lies in yes-ing your superiors. Theoretically you have recourse to "higher courts" if you have a falling out with your superior. Your case may even be heard by a "jury" of top brass in the school department. But in practice, the "administration" (anybody above a classroom teacher) can make life miserable for a recalcitrant. Plums can be withheld, chores heaped on, unsavory tasks singled out for the maverick, and, when the recommendation sheet goes in, the teacher's score can be lowered or left out. Exhausted by classwork, most teachers have little energy left to buck the "system."

Teaching circles in a large western city are buzzing bitterly over a remark made at a gathering by an assistant superintendent of schools: "I don't want teachers with ideas. I want teachers who can carry out orders."

#### **Administration should be democratized**

Possible ways of renovating the school administration system have been advanced by teacher organizations as follows:

1. Remove some of the power from the principal and delegate it to a faculty association in each school.

2. Have a school teacher, elected by other teachers, on all school boards. Teachers believe there cannot be fair or democratic school administration without teacher participation. (Most school boards exclude teachers.)

3. Have more classroom teacher representation and opinion when the general school program is formulated. Nowadays the curriculum is largely devised by ivory-towered college professors, state and local school department officials, most of whom have long forgotten what it is to teach an actual class.

4. Select school boards in a more democratic

way. Teachers say that elected boards are not necessarily better than appointed boards. But they believe members should be chosen from a large, qualified panel, and not appointed arbitrarily and at random by the mayor.

5. Reduce the power of the school superintendent and take "politics" out of his sphere of operations.

6. Elect a state or county board of laymen and teachers to inspect conditions in schools and classrooms; this, it is believed, would serve as a check on too dictatorial or too theoretical administrators as well as give parents and teachers some influence in class room instruction.

#### **Teachers should be freed to teach**

Concrete remedies suggested by teacher organizations as steps in the direction of freeing teachers to teach, include:

1. Hiring clerks to handle such matters as keeping records, checking on absences, making charts, collecting money and material for various drives, mimeographing seat work, projects and tests.

2. Hiring recreation directors to take over the planning, production and management of school entertainments, benefits and dances, to do yard duty, hall traffic duty, and to supervise high school study halls.

3. Hiring special teachers to take over school clubs and sports.

4. Limiting classes to 25.

5. Providing time during the school day in which the teacher can correct student work and make preparations for the next day.

Some of the bolder elements think the quickest way of obtaining relief would be to demand overtime pay for teachers. They say principals who think nothing of asking a teacher to stay a couple of hours after school to do a job would hesitate to do so if they knew overtime pay were involved.

Such a radical move would probably meet strong opposition from many teachers as being "unprofessional." Teachers still take pride in belonging to a profession, even though they work under conditions no day laborer would tolerate. It is this pride which prevents many of them from uniting in the national teachers' union to secure the three great boons for which every teacher prays: better salaries, lightening of the teacher "load," and abolishing the evils of mal-administration.



## LABOR NOTES

### Labor Lends a Hand

By Ed Townsend

**Y**OU hear a lot about the rough-and-tumble of labor relations—the costly dock strikes, the defense industry tie-ups, and the other head-line-making situations where conflict is rampant.

You hear far less frequently of situations like the current one at Hammond Standish & Co. in Detroit, where union employees are working for three weeks without picking up a pay check to help their employer get back on his financial feet.

Between the two extremes—of conflict on the one hand and sacrifices and cooperation on the other—is a wide area of sound industrial relations that spreads over most of American industry. For every plant that runs into labor trouble in the course of a year there are hundreds that do not. Comparatively few workers strike. Most workers and their unions do a pretty good job of getting along with employers.

Unfortunately, perhaps, the signs of this wider labor peace aren't as spectacular as at Hammond Standish, a meat-packing company with a record of 12 years of labor peace with CIO's United Packinghouse Workers of America.

Hammond Standish profits began slacking off in the late 1940's, largely because much of its equipment was obsolete. A new president, Joseph Strobl, began modernizing the plant in 1950. The company climbed back into the black, but only for a year.

Early this year Hammond Standish—along with other meat packers—got caught in a squeeze between federal-controlled prices for packed meat and the rising price of hogs. It lost \$173,000 in eight weeks. Pleas to Washington for relief brought no help. In mid-August Hammond Standish had to close its doors and go into receivership.

Shortly afterward hog prices dropped and the Office of Price Stabilization eased its price restrictions. Mr. Strobl decided the company could operate in the black—if it could open up again. But loans were being called. It didn't have the money to go back to work on even a limited tight-fisted operating basis.

Walter Zawada, president of UPW's Local 190 at Hammond Standish, had his worries, too. Members of his local were idle, and unhappy about it. Most had worked for the company for years. They had put down firm roots in the meat-packing industry and in Detroit. They didn't want to tear them up to take new, strange jobs or to move to cities where jobs in the industry might be found. And since meat packing isn't an important industry in Detroit, they saw little hope for jobs in their trade there.

Some took jobs, reluctantly, in butcher shops. Most sat tight, hoping for something to turn up again at Hammond Standish.

Mr. Zawada knew that, and so did Mr. Strobl. The two got together when the meat-packing outlook brightened. They agreed that there must be a solution to their mutual problem of the closed plant. And they found a possible remedy: in effect, workers would lend their labor to the company. If, after three weeks, workers would collect all or part of their pay for the first "loaned" week of work. The cooperation would continue on such a week-by-week basis for nine weeks. At the end of that time the plan would either be scrapped or extended—depending on Hammond Standish's business prospects.

Mr. Zawada and other officers of Local 190 explained the plan at a special meeting of the local. It got unanimous support. The membership named a committee to help the company administer the "work loan" program. And in a matter of days the plant reopened, with half of its former employees back on the job—and the others standing by until production could be stepped up enough to restore their jobs.

The members of Local 190 went into the plan with their eyes wide open. At best, they realized, the chances were about even that the company could be saved in the limited time they had. A few good weeks would put the company back on its feet; new cost-price or supply and

marketing problems might almost overnight upset the salvage job. But as one grizzled Hammond Standish veteran pointed out at the local meeting: "All we got to lose is our time—and we got a lot of that as long as we aren't working anyway."

While it took adversity to make the cooperation between Hammond Standish and its union obvious to outsiders, it didn't arise spontaneously out of a Good Samaritan concern for a troubled boss or a personal concern over jobs. It already existed in a less spectacular, much more common way. For years when anything bothered either management or workers, the two got together to argue about it and finally to work out a solution.

That sort of relationship exists over most of industry today. It's more general than suspicions and distrust.

You just don't hear much about it. In industrial relations, as anything else, it's the clashing of gears that makes people look—not the quiet of the smoothly meshed operation.

*Christian Science Monitor,*  
Nov. 9, 1951

### AFL establishes national weekly newspaper

Publication of the first issue of the *AFL News-Reporter* on December 5, 1951 established a landmark in American journalism. For the first time the AFL has entered the field of national weekly newspapers. The new publication appears every Wednesday.

The new national weekly was created by merging the *AFL Weekly News Service*, which was formerly prepared principally for use by editors of labor and other newspapers, and *The League Reporter*, which had been published since 1949 by Labor's League for Political Education.

The AFL is continuing publication of *The American Federationist*, monthly magazine started by Samuel Gompers, and of *Labor's Monthly Survey*, a research publication dealing primarily with economic subjects.



## Nobel Peace Prize goes to French labor leader

The Nobel Peace Prize was awarded recently to Léon Jouhaux, leader of the Force Ouvrière, non-Communist French labor organization. Mr. Jouhaux is one of the founders of the ILO (International Labor Organization) and is now a vice-chairman of its governing body.

Representatives of governments, workers, and employers, meeting for the autumn session of the governing body, joined in paying tribute to Mr. Jouhaux. "In a way," said Mr. Jouhaux, "it is the ILO which is honored through the award of the Nobel Prize. It was through the ILO that I conducted my fight."

## ILO conference adopts 100th convention

The 34th session of the International Labor Organization held in Geneva in June brought together a record 603 government, employer, and worker delegates. They represented 60 of ILO's 64 member countries. In accordance with the ILO Constitution most of the countries sent tripartite delegations representing employers and workers as well as government members.

A Convention was adopted on the question of equal pay for men and women workers for work of equal value. The Convention was supplemented by a Recommendation.

Recommendations were adopted on collective agreements and on voluntary conciliation and arbitration.

A Convention was adopted on minimum wage-fixing machinery in agriculture, supplemented by a Recommendation.

The adoption by the Conference of the two Conventions brought to 100 the total of Conventions approved by the ILO since its establishment in 1919. The total of Recommendations now stands at 92.

The Conference gave first discussion (with a view to final decision at next year's session) to a proposed text setting forth minimum standards for the various aspects of social security. It agreed to give first discussion next year to the question of advanced standards of social security.

First discussion was also given to a proposed Recommendation on cooperation between public authorities and employers' and workers' organizations, and to proposed texts on holidays with pay in agriculture.

In addition to its work of formulating international Conventions and

Recommendations, the Conference carried on its customary task of reviewing the way in which member countries are applying the texts adopted in previous years.

The Conference increased the number of ILO member countries to 64 by voting to admit the Federal Republic of Germany. It also voted to readmit Japan to membership, this decision to become effective upon its confirmation by the Japanese Diet. Shortly before the Conference began, Yugoslavia resumed membership after an absence of two years.

## The "millionaires" amendment

A quiet and persistent campaign is being waged to adopt an amendment to the Constitution of the United States to limit income taxes to not more than 25 percent of a taxpayers' income. Legislatures of some twenty states have passed resolutions approving the amendment. If 32 state legislatures act favorably on this amendment, Congress must call a convention to ratify it.

Adoption of the amendment to the Constitution would have a disastrous effect on all taxpayers except the very rich. It would reduce Federal revenue to such an extent as to make unavailable funds for low rent housing projects, financial aid to states for old age pensions, for widows, and the handicapped. Reforestation, flood control, and power projects, price supports for farmers, and benefits for veterans would have to be discontinued. Our defense program would have to be drastically curtailed. The burden of taxation would be shifted to the lower income groups. The principle of taxation according to "ability to pay" would be practically nullified.

In 1944 the legislature of Kentucky adopted a resolution "repudiating and retracting" its former approval.

It stated in part:

"Whereas such (1944) resolution was adopted by the General Assembly under a misapprehension as to its true meaning, intent and purpose, and without full consideration of the results of such action, and

"Whereas the amendment will impose the burden of taxation on those least able to bear it.

"Resolved, that the resolution is repudiated and retracted."

Robert B. Dresser, a top official of the Committee for Constitutional Government, a lobbying organization for "big business," is credited with authorship of the amendment.

## Chicago unions open co-op eye center

Twenty-five AFL, CIO, and railway unions and joint boards and one cooperative organization have opened an eye center in Chicago.

The center, owned and controlled by the member organizations, will provide reliable eye care service under skilled medical supervision to members of the organizations and their families. These will be identified by cards issued by their organizations.

Persons coming to their center are given an examination to determine the health of their eyes. If glasses are prescribed, they may be bought at the center at as near to cost as possible. Medical treatment can also be arranged for.

The center is a non-profit cooperative, with stock held by the 26 members. In announcing the service, its leaders say:

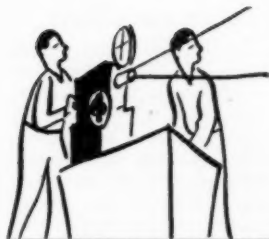
"Eye care in Chicago varies from poor to excellent, but many workers are unable to tell the difference. The tendency is for us to go where prices are advertised as cheapest, without realizing the real importance of proper eye care to the whole of health."

Basic principles of the center are maintenance of union principles in dealing with personnel and suppliers; mutually beneficial relationships with the medical profession and the optical industry; maintenance of open membership looking toward continuous expansion of services, and markup on glasses no greater than necessary to cover all costs.

MARCH OF DIMES



JANUARY 2-31



## BOOKS AND TEACHING AIDS

### *A democratic classic*

#### PHILOSOPHY OF EDUCATION

By WILLIAM HEARD KILPATRICK. Macmillan, New York, N.Y. 1951. 475 pp. \$4.75.

For many years, Professor Kilpatrick has been known as the dean of American educators. Since his retirement, many of us have known that he has been working on a rounded statement of his philosophy, and have looked forward to it with anticipation. *Philosophy of Education* more than fulfills our anticipations. It is not only a superb textbook, it is good literature. The beginning student, the practicing teacher, the educational philosopher, and the intelligent layman will all find it highly readable and challenging.

I know of no other book since John Dewey's *Democracy and Education* that has such sweep and vision. In two respects, at least, it is superior to *Democracy and Education*. The two volumes are at opposite poles in difficulty of reading and understanding: *Philosophy of Education* is simplicity itself, whereas *Democracy and Education* places great intellectual demands upon the reader. In the second place, Professor Kilpatrick first develops a philosophical orientation with which to approach educational issues. Professor Dewey, on the other hand, plunged directly into educational issues and brought his full philosophical equipment to play upon them. As a result, only those who were familiar with his general philosophy were able to follow or to understand his thought. There was a defect in this procedure even for those who were familiar with his general philosophy. In dealing with educational categories, his fundamental notions were set in too narrow a context, in spite of his magnificent exposition.

For some years now, the present writer has felt that philosophies of education tend to superficiality because they have dealt with professional categories and have failed to cope with fundamental ideas adequately in that too-limited context. Professor Kilpatrick avoids this difficulty because he develops the broader and more fundamental concepts, supplying the necessary context for educational theory. The simplicity and clarity with which he analyzes and presents this broader background are amazing.

Philosophy, he says, takes up where science leaves off. Philosophizing begins when man finds serious questions arising about things he had hitherto believed or wished. It is his critical study of conflicting values of life:

"In this sense, philosophy aims to give a more adequate understanding and conception of life, including a more inclusive ideal of life. Philosophizing and education are, then, but two stages of the same endeavor, philosophizing to think out better values and ideals, education to realize these in life, in human personality. Education acting out of the best direction philosophizing can give, tries, beginning primarily with the young, to lead people to build criticized values into their characters, and in this way to get the highest ideals of philosophy progressively embodied in their lives.

As those who know him would expect, his outlook is scientific, humanistic, naturalistic, and democratic. As he treats these aspects of his outlook, they are organically related. He takes "The Life Process" as his point of departure, and finds within it the values and meanings that give life significance. Our values arise within the "life process" and are realized by thought and action within that process. It has been the cultivation of the resources of that process that have given us our supreme powers and values. The scientific method itself is but the systematic and disciplined use of experience to discover the relations among things, upon which all of our more secure controls depend.

He points out the great contributions of the scientific method to the modern world. These are, he says: Through science, man got new faith in himself. The Declaration of Independence and the Constitution of the United States are among the major fruits of that faith. With the aid of technology, science has made the modern world modern. It has brought more changes during the past three centuries than all the rest of history can show. It has changed the thinking of modern man from exclusive reliance upon the deductive *a priori* to reliance upon experimental modes of thought. It has taught man that the world is not governed by caprice, but is intelligible and subject within limits to human control.

The spirit actuating science demands the highest standards of integrity known to man. To fail in integrity, in honesty, is to fail to be a scientist. Science allows no place for self-interest or partisanship in the determination of truth. Its method supplies the only secure conditions of objectivity. Scientific method provides within itself the conditions for self-correction and growth. As a result, its power has grown greatly since Galileo. He quotes Dewey:

"Mankind now has within its possession a new method, that of cooperative and experimental science, which expresses the method of intelligence." He shows how

"Human personality, selfhood itself, with its resulting possibilities of a higher quality of living, depends on the functioning of culture as 'the fund capital of civilization.' Society, if well managed, helps men to live together more richly. . . . The moral attitude of man to man is essential to any satisfactory social or individual life; and man has a moral obligation to make the common life go well for all. . . . A proper respect for human personality both develops the personality and gives it opportunity to express itself in fuller living."

Democracy is not only a form of government, but is a moral way of life based upon equal and mutual respect among all personalities, cooperative effort for the common good, and faith in the free play of intelligence, discussion and persuasion as opposed to force and violence.

The democratic idea and the ideal, the fact of change, and the nature of man as a social creature defines the educational task.

"This new outlook," he says, "largely developed within the past hundred years, holds that thinking, and accordingly education, is for behavior, for active service in individual and social life, and not, as formerly conceived, for refined and abstracted enjoyment; that intelligence put to use is man's chief reliance for meeting life's problems. It also counts that as change is an essential factor in individual life and in institutional development, we thus face continual novelty and must learn to carry on life accordingly; that institutions exist to serve humanity and therefore must be changed as new needs arise for the human beings concerned. It further holds that as the human being and his living are essentially social in nature, the individual cannot, from considerations of either safety, morality or happiness, be simply self-centered; that accordingly morality based in actual effects in human living is a social necessity and that democracy must be seen not simply as a form of government, but even more fundamentally as a way of life, a way devoted especially to respect for personality and consequently to equality of opportunity for all to develop their potentialities and live as free men; that the conception of life good-to-live not only demands for its realization the democratic way of life but is at the same time crucial to the content both of morality and democracy."

I have let Professor Kilpatrick speak in his own words, because no one else can speak for him so well. It is my judgment that this will become one of democracy's classics.

As published in "The New Leader," September 3, 1951

GEORGE AXTELL, Local 2, New York  
Chairman, Department of History and  
Philosophy of Education, New York University

## The California Achievement Tests

The California Test Bureau has published a series of achievement tests ranging from pre-primary to college graduate school level. Although the tests provide scores for IQ's and mental ages, they are primarily intended to discover mental abilities in order to help pupils having learning difficulties. The editors suggest that they provide "mental trait analysis," giving separate scores for language and non-language abilities, spatial ability, logical reasoning, numerical reasoning, and verbal concepts. The tests contain five levels and the data are comparable at various levels.

The California Achievement Tests can be obtained from the California Test Bureau, 5916 Hollywood Blvd., Los Angeles 28, Calif.

## Vocational Guidance Manuals

Published by Grosset and Dunlap, New York, N.Y.  
\$1.00 each.

Each manual in this series was prepared by an author who has had wide experience in the vocation described. There are at present more than two dozen manuals in the series and others are in preparation. Titles of recent volumes include "Opportunities in Acting," "Opportunities in Fashion," "Opportunities in Radio," and "Opportunities in Horticulture." The material includes information on educational preparation, financial returns, chances for advancement, related fields, and employment trends.

## For understanding the causes of frustration in adolescents FRUSTRATION IN ADOLESCENT YOUTH

By DAVID SEGEL, Office of Education Bulletin 1951,  
No. 1. Government Printing Office, Washington 25,  
D.C. 65 pp. 25 cents.

In this pamphlet are set down the principles of growth and development of youth showing how frustration is caused by interference with this growth and development and outlining some of the educational implications. Teachers will find here much help in understanding discipline problems and in aiding individual pupils to overcome behavior patterns which are offensive and a handicap to progress.

## An aid to the teacher in producing plays for children CHILDREN AND THE THEATER

By CAROLINE E. FISHER and HAZEL GLAISTER ROBERTSON. Stanford University Press, Stanford, Calif. 235 pp. \$4.00.

Child actors performing for child audiences are the concern of this book. It is intended to serve as a handbook for selecting, casting, and rehearsing plays and for dressing the children and the sets. The educational philosophy is well balanced with practical help on all phases of production.

There are also some chapters on television and movies.



# from the **LOCALS**

## **Installation and Institute occupy 993**

**993** BATON ROUGE, LA.—At a recent meeting to install officers of Local 993, Dr. George W. Snowden, vice-president of the Louisiana State Federation of Labor, made brief remarks congratulating the local union on its ten-point program adopted for the current school year, and pointed out the importance of teachers' taking a serious interest in the forthcoming election of governor and legislators for the State of Louisiana.

He emphasized that a great deal of what happens to further the program of education in all facets depends on the kind of men and women that we elect to office. Dr. Snowden said that the Louisiana State Federation of Labor and its affiliated local unions had been instrumental in assisting in the promotion of a program in New Orleans, "Steel for Schools."

Outstanding work on the part of Senator Russell B. Long and Congressmen Herbert and Boggs contributed to securing adequate allot-

ments for the schools presently under consideration for the New Orleans area.

Mrs. Veronica B. Hill, AFT vice-president, delivered a brief address on the general theme of "Problem-Confronting Teachers and School Today." Highlighting the speech was a summary of the proposals before the 1951 AFT convention and implications for action in Louisiana.

Local 993, in cooperation with Locals 527 and 353 of New Orleans sponsored a panel at the recent Sixth Annual Workers Education Institute at Southern University in Baton Rouge. The panel on "The Teacher, the Citizen, and Educational Progress in Louisiana," was highlighted by the participation of Arthur A. Elder, Director of the Training Institute for the International Ladies Garment Workers, and Hasket Derby, Business Agent for the Classroom Federation of Teachers of New Orleans. More than 125 teachers from various parts of the state crowded this panel.

## **Oakland has marched ahead since 1944**

**771** OAKLAND, CALIF.—The Oakland Federation of Teachers, organized in 1944, has truly succeeded in giving the classroom teacher a more effective voice in the educational program of the community. It lists the following among its varied accomplishments:

1. The Federation spearheaded the drive for adequate retirement by reviving the plan for a local retirement system and pushing the plan through to a successful conclusion.

2. The Federation initiated the move which increased the number of days of sick leave from 5 to 10 days per year and accumulative from 25 to 40 days.

3. It was the first organization to make independent studies of the school budgets and to publish them for the information of the teachers. Since the Federation has been ac-

tive in salary matters, the maximum salaries have been increased over \$2500.

4. A Federation Committee study revealed the inequities in assessed valuations of property in the City of Oakland which has had far-reaching developments and has directly led to the present reassessment program.

5. The Federation has made studies of class size, school behavior, and political activities in the schools. It helped obtain free towels for gym classes and also helped establish the plan of night meetings of the Board of Education. It initiated the practice of teacher representation at Board meetings and has continuously pressed for greater teacher participation in school policy making. These projects are but a few of the activities in which the Federation has engaged.

## **Two groups of teachers honored at reception**

**516** JACKSONVILLE, FLA.—A reception arranged by the Jacksonville Teachers Federation honored new teachers and two who were retiring.

In a speech before the group AFT Secretary-Treasurer Irvin Kuenzli talked on the topic, "The Educational Battle Front in 1951." He severely criticized writers and other persons who are making unfounded attacks upon public education. "Those who attempt to undermine our public school system are striking at the very foundation of our democratic government," he said.

## **Portland holds luncheon**

**111** PORTLAND, ORE.—Dr. Anna Hedgeman, assistant to Federal Security Administrator Oscar Ewing, was guest speaker at a public luncheon sponsored by the Portland Teachers Union. Dr. Hedgeman, noted for her long and distinguished record as an administrator and public official, has received several public service citations from the AFL. Her topic at the luncheon was "The Role of Education at the Mid-century."

## **Congratulations, 224!**

**224** CHICAGO, ILL.—The School Secretaries Union of Chicago celebrated its twenty-first birthday in November. Their birthday party was combined with their annual Educational Conference. Guests included John M. Fewkes, president of the Chicago Teachers Union and AFT vice-president, and John Lichtenberg, AFT General Counsel. Music by the Wright Junior College of Chicago and an excellent dinner made the affair a fitting tribute to this rapidly growing local of the AFT.

## **"SHORTHAND IN ONE WEEK"**

Longhand system. \$1.00  
ZINMAN, 2151 W. 91 St., N.Y.C.

## Chicago Teachers Union charity style show and card party attracts 2,000

**1** CHICAGO, ILL.—A crowd of over 2,000 attended the Fifteenth Annual Card Party and Style Show of the Chicago Teachers Union. (See picture below.)

An innovation at this year's style show was the use of teacher models, some of whom appear in the photo to the right.

The proceeds of the party will be used to buy eyeglasses for children whose parents cannot provide them and for other philanthropic purposes.



## Atlanta Constitution commends Ira Jarrell for sane stand on social science text

**89** ATLANTA, GA.—Miss Ira Jarrell, superintendent of the Atlanta schools and former president of the Atlanta Public School Teachers Association, AFT Local 89, has shown courage and intelligence in announcing that the book *American Government* by Frank Abbott Magruder may be returned to Atlanta classrooms as the best text available in the field.

The *Atlanta Constitution*, in its issue of October 30, 1951, published an editorial vigorously commending her for her action. "She has rightly recognized that those opposing the book in all sincerity may have fallen victim to propaganda which is itself subversive," states the editorial.

"The situation is explosive and dangerous. Let's join in unmasking these frauds to the end that the

technique of the big lie is not permitted to destroy our great system of free public education in Georgia and the nation.

"Miss Ira Jarrell is setting a good example in defending a good text book in the field of American government."

## Elmer Miller appointed trustee of Labor Fund

**200** SEATTLE, WASH.—Elmer Miller, former vice-president of the AFT, was re-elected a trustee of the miscellaneous Trade Section Fund of the Washington State Federation of Labor at its meeting in Spokane. He was also elected treasurer of the newly formed Washington State Council of Public Employees.

## Twin Cities confer on "Human Relations"

The regional conference of the Twin Cities and suburban locals in Minneapolis has grown into an educational meeting of significance. Minnesota teachers have been among the pioneers in winning recognition for the meetings of the Federation and in building these meetings into inspiring and highly professional affairs. This year the theme of the conference was "Education in Human Relations."

Greetings were extended at the opening session by Mayor Eric Hoyer of Minneapolis and Assistant Superintendent of Schools Harry Cooper. An address, "Educating for a United World," was delivered by Dr. Leo Shapiro, educational director, Anti-Defamation League of B'nai B'rith. Dr. Herman Weil, head of the department of education and psychology, Wisconsin State College, Milwaukee, talked on "New Horizons in Human Relations."

At later sessions the conference heard Dr. Forrest Connor, Superintendent of St. Paul Schools, Mr. Eberl of the Minneapolis CLU, John Eklund, AFT president, and James Fitzpatrick, AFT regional vice-president. "Collective Bargaining for Teachers" was the topic discussed by Earl F. Cheit, Industrial Relations Center, University of Minnesota. At the closing session Carl Rowan of the *Minneapolis Tribune* led the discussion.

## Appointed to rent board

**866** CONTRA COSTA COUNTY, CALIF. — Governor Warren recently appointed Adrian Newman to the County Rent Control Board. Mr. Newman, past president and founder of the Contra Costa local, is head of the grievance committee of the group.



## Injured teacher receives compensation

**892** VAN DYKE, MICH. — A Van Dyke teacher has collected medical expenses incurred as a result of an accident sustained last winter. The teacher was one of the sponsors of the January senior class and accompanied the class on a toboggan party. She suffered a leg injury when the toboggan overturned. The insurance company originally denied the claim, but at the suggestion of the Van Dyke Federation of Teachers, the decision was appealed to the Workmen's Compensation Commission. The president of Local 892 argued for the plaintiff that a teacher's contract states that the teacher shall accept classes and duties assigned to her by the administration and that in this case, the teacher had been assigned as co-sponsor of the senior class. For this reason the injury had been suffered in line of duty.

It is encouraging for teachers who must accept many out-of-school assignments that the decision was favorable.

## Star shines in Portland

**111** PORTLAND, ORE. — The Portland Teachers Union is especially proud of one of its versatile and talented members. Not only is she a teacher of music in one of the Portland high schools and the mother of two children; she is also the dashing and brilliant Carmen who delighted audiences at Portland's outdoor opera last summer. In addition to all this, she has appeared as soloist with the Portland Symphony.

Her name for musical appearances is Ferne Misner, but she is known to her colleagues in Local 111 as Mrs. Stephen Epler.

## Here's a publicity stunt

**1** CHICAGO, ILL. — Delegates representing the Chicago Teachers Union at the convention of the Illinois State Federation of Labor used a novel way to publicize teacher unionism. All delegates received stamped greeting cards picturing a group of youngsters educated by union teachers. The caption on the card read: "The citizens of tomorrow should be educated by union teachers."

J. Willis Green, treasurer of Local 1 and for many years a delegate to the Chicago Federation of Labor, was in charge of distributing the cards. The idea made a strong appeal to all delegates.

## President of 803 wins Council post

**803** SCHENECTADY, N. Y. — Arthur R. Boehm, president of Local 803 and past president of the Empire State Federation of Teachers, has just been elected to the Schenectady City Council. A report from the publicity chairman of the Schenectady Federation of Teachers points out that this is the first time a teacher in that city has been elected to public office. Furthermore, Mr. Boehm led his ticket in the voting, receiving more votes than any other candidate.

The teachers felt that the energetic qualities which have made Mr. Boehm a successful leader for the Teachers Federation are those which



Arthur R. Boehm

will also make him valuable in this political position. Teachers were, therefore, active in support of this able candidate and are much gratified by his election.

## Alarming drop-out ratio among new teachers revealed in Detroit survey

**231** DETROIT, MICH. — The Detroit Federation of Teachers has expressed alarm at some of the figures recently released by the State Board of Education. These statistics reveal the need for making teaching more attractive to beginning teachers so that they will remain in the profession. In 1946-47, provisional elementary certificates were issued to 922 new teachers. In 1950-51, when this group had become eligible for permanent elementary certificates, only 474 made application for them; in other words, 49% dropped out during this probationary period.

The situation in the secondary school group is even more disturbing. Of the 1,767 receiving provisional secondary certificates only 791 ap-

plied for permanent status. This represents a drop-out of 60%.

Here is a matter for great concern at a time when teachers are so urgently needed in the face of increased enrollment. At such a rate of drop-out, schools cannot maintain even the standards of their present level and certainly they cannot provide for increased numbers of students. Moreover, it is quite obvious that any plans for reduction in class-size and teacher loads become impossible to carry out.

It must be clear that it is to the best interest of all teachers and their organizations that some programs be undertaken to make the new teacher feel secure and that guidance and technical help be offered to make the probationer want to stay in the teaching profession.

## Large crowd enjoys excellent program at first convention of Sioux City Local

**828** SIOUX CITY, IA. — The Sioux City Federation of Teachers held a successful convention early in October—the first one held concurrently with the meeting of the Association.

Speakers at the morning session were the Reverend John Brigham, who spoke on "The Significance of World Affairs in Education," and AFT Vice-President John Fewkes, president of Local 1, who spoke on "Positive Teacher Leadership."

AFT Secretary-Treasurer Irvin Kuenzli addressed the luncheon group and also spoke at the afternoon session, where he discussed "Labor and International Relations." At the same session Dr. T. M. Risk, Professor of Education at the University of South Dakota, spoke on

"The Role of the Classroom Teacher."

The local was well satisfied with the large attendance and the excellent program.

## 763 aids Pawtucket

**763** MADISON, ILL. — The members of the Madison County Federation of Teachers voted to assess themselves one dollar per member to raise funds to assist the Pawtucket, Rhode Island, Teachers Alliance. This action is in response to the resolution passed by the recent AFT convention at Grand Rapids urging locals to render financial assistance to the Pawtucket teachers who had been without pay for fifteen weeks when the schools reopened in September.

# The State Federations Meet

## Colorado conference discusses "The Fifth Freedom"

The sixth annual conference of the Colorado Federation of Teachers attacked many difficult problems and the decisions reached are significant and important in directing CFT policy for 1951-52. Among these policies is the stand on school finance: the position taken is that "state funds paid to local districts should underwrite a minimum salary guarantee for competent teachers—the guarantee to be based on training and experience." The CFT member on the governor's committee has been urged to continue to work for the incorporation of this provision in the current legislative proposals.

A state-wide committee to work on criteria in evaluating material for library and classroom use was also recommended in a resolution. Written statements from boards of education on academic, economic, and organizational freedom were also urged.

The theme of the convention, "The Fifth Freedom—the Freedom to Think," was ably keynoted in the address of Dr. Val H. Wilson. Speaking at the evaluating session following the annual conference luncheon, Dr. Edward J. Allen, Dean of Earlham College (Indiana), pointed out that "the primary function of education requires that the scholar be

free to observe, discover, and bring to the attention of others all the evidences which pertain to any matter of importance within his area of competence. And the scholar must be free to point out the conclusions, including his own, which have been drawn from the available evidence." He concluded that the policy of an educational institution should be to enlarge and protect the intellectual freedom of its members.

The present day techniques of propagandizing the American reading and listening public were revealed in the speech of George Bickel, Longmont publisher and Education and Information Officer for the Regional Office of Price Stabilization. He emphasized the point that publishers influence readers not only through the selection and slant given material but even through the amount of space used in reporting events.

A major address by Arthur Schlesinger, Jr. was presented by transcription. The Harvard University historian was unable to attend the conference, but his remarks were no less personal and appealing. Especially significant were the closing words of his address:

"I think that as teachers we have a special responsibility . . . I think there are certain things we can and

must do if we are to do our part in maintaining freedom in the United States and the World. One thing we can do is to teach wherever we can the values of the American system. There is nothing subversive yet about the first amendment—the Bill of Rights of conscience. The right of expression, the right to assemble, and the right to political opposition are still the central rights in our free society as they must be in any free society. We must lose no opportunity to emphasize the basic importance of the American Constitution. And another thing we can do is to challenge at every opportunity those who deny and distort the truth. Because the truth—that is, the hard facts of a situation—are our best weapons and ones which we cannot lose. Those who smear and slander must have their bluff called; they must be challenged and they must be exposed as the merchants of falsehood which they are.

"And, above all, to do this effectively teachers must organize in defense of teachers' rights. That, of course, is what the American Federation of Teachers is for; and through the country, it is the great instrumentality by which teachers defend that part of freedom which is their share in the general fund of free society. . . ."

## Empire State considers teacher welfare

Delegates representing teachers throughout the state of New York recently met in New York City for the ninth annual convention of the Empire State Federation of Teachers' Unions. They planned a legislative program which includes a salary demand of \$4,000 to \$8,000 for New York City, \$3,600 to \$6,500 for other cities over 100,000, and \$3,200 to \$6,000 for other areas. Convention resolutions condemned attacks on the public schools and pledged opposition to threats to academic freedom.

Denouncing the Allen decision which places teachers on a virtual 24-hour duty, the delegates determined to seek a definition of the school day from the legislature, and provision for compensation for all work outside of its limits. Limitation of pupil load, provision for duty-free lunch periods, and other improvements were also discussed.



Conferring at the Wisconsin State Federation of Teachers' Convention. (See December issue.) Seated are Governor and Mrs. Walter J. Kohler, and John Eklund; standing, Leo Smith, pres. WFT; Geo. Haberman, pres. WSFL; Geo. Hall, ex-sect'y. WSFL; Geo. Page, asst. supt. of instruction.

## Dr. Hedgeman stirs Montana convention

Inspired by the dynamic personality of the guest speaker, Dr. Anna Hedgeman, Assistant to Federal Security Administrator Oscar Ewing, the sixth annual convention of the Montana Federation of Teachers was acclaimed as the most successful to date. Dr. Hedgeman led group discussions on "A Constructive Look at the Problems of Our Schools." Three groups considered the question of what the schools should do for the child and three other groups took up problems relating to teachers. Following the separate sessions, Dr. Hedgeman presided as each group reported its findings.

At the banquet, where seating space was limited to two hundred guests, Dr. Hedgeman again spoke. Her topic, "That's Gold in Them There Hills," symbolized the possibilities for leadership among the western people. She urged that "teachers face all of their respective communities—know the backgrounds and families of their children, and search for ways to find talent and leadership. . . .

"Bits of what is happening around the world are happening all around us all the time. For many people right here at home there is still no security," Dr. Hedgeman continued. "The revolt of the exploited around the world is turning more and more hungry mouths, souls, and hearts toward us. We have not yet sensed that it is not so much money that these people want as it is sound

ideas on how to help them find themselves."

Another address at the banquet was given by Nick Helburn, of Montana State College, on the topic of conservation: "The Land and the People." He urged greater attention to this subject in schools to bring beauty into the classroom and to give students a deeper appreciation of the basic values of human life.

Governor John Bonner, who was unable to attend, sent a very friendly message. He said, in part: "It is to the credit of your Federation that progress has been made in enacting legislation providing expansion and improvement of educational facilities, teachers' tenure and retirement rights, increased salaries, and uniform administrative practices. The members of your organization have also recognized the vital importance of self-government, participation in community affairs, travel, training in and the maintenance of good public relations. This awareness has resulted not only in the raising of standards of the teaching profession but has inevitably given our state one of the finest education programs in the nation.

"I commend you for your determination and your courage and I wish you continued success as you strive to improve the profession from which this great democratic state and nation derive their greatest dividends."

The guests at this banquet included Miss Genevieve Squires, of the



Dr. Anna Hedgeman

office of the State Department of Public Instruction, Don Chapman, of the Montana Farmers' Union, Herbert Kroeker, of the Montana State University, members of the Anaconda School Board and of the Trades and Labor Council. Gene McBride, who is both a member of the State Legislature and President of the Trades and Labor Council, spoke briefly, complimenting the union on its progress.

At the closing business session action was taken to purchase several books for the office of the Montana State Federation of Labor as a memorial to the late James D. Graham, who, as president of the state labor body, so frequently aided the Montana Federation of Teachers.

## Michigan urges study of compensation laws

According to the Michigan Workmen's Compensation Law, a single person with no dependents receives not less than \$11 a week and not more than \$24. With one dependent the maximum is \$26, and so on up to a maximum of \$35 per week. The laws of the Board of Education provide that an injured employee who receives income under the Workmen's Compensation Act shall have that sum supplemented by the Board with an amount sufficient to maintain his regular salary for a period not to exceed that of his sick leave reserve.

The Federation urges teachers to become acquainted with the provisions of the Compensation Act. The importance of reporting all accidents and knowing the privileges of the Act cannot be over-emphasized. Teachers of other states may be surprised at the provisions of the laws of their states.

## A senator, a newscaster, and a professor provide unusual program in Michigan

"Education—Whose Responsibility?" was the theme for the 1951 Institute sponsored by about fifteen locals of the Michigan Federation of Teachers.

On the evening preceding the main meeting, Frank Edwards and a panel discussed "Attacks on Education"; this discussion was followed by Mr. Edwards' regular radio program, "Labor Views the News," broadcast directly from the auditorium where the Institute was held.

At the opening session on the following day, Dr. George Axtelle, chairman of the Department of History and Philosophy of Education at New York University, spoke on the general theme of the conference. The panel discussions which followed were on the following subjects: "Fitting the School to the Community," "Can We Legislate

Tolerance?" and "Teaching the Basic Reading Skills." Another section, so popular that it was repeated by request, was "The New Teacher—Exclusive." There were also panels to evaluate the work of the AFT Commission on Educational Reconstruction and to consider extra-curricular activities.

After these lively sessions came a luncheon meeting at which Senator Blair Moody spoke on "Teacher, Beware Those Blinders." Several years ago Senator Moody addressed the Federation as a newspaper reporter who had just taken an extensive European tour. At the recent Institute, the junior Senator from Michigan spoke as an authority on international affairs. At his own request the program was completed with an old-fashioned town meeting question-and-answer period.

# A. F. T. Literature

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